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ABSTRACT

This document, produced by a committee of teachers in language arts, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in the areas of writing, literature, speaking, and listening. The sequence of goals and objectives represents three levels of standards: graduation standards for all students, desirable standards for those students wishing to further their education in technical or vocational studies, and advanced standards for those students planning to attend a four-year college or university. (VT)

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ED157505

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

COMPETENCY BASED CURRICULUM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LANGUAGE ARTS

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Abstract (up to 200 words):

The Huntington Beach Union High School District formed committees consisting of at least two teachers from each school selected for each of the sixteen identified disciplines: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts. Each committee produced a document including the following:

1. Program Description -- with pertinent extracts from the District philosophy, major goals and objectives of the study area.
2. Curricular Objectives -- statements describing what a student should know, demonstrate, or be able to do in that study area.

Each committee established the sequence of goals and objectives representing three levels of standards: Graduation standards for all students; desirable standards for those students wishing to further their education in technical or vocational studies; and advanced standards for those students planning to attend a four-year college or university. The continuums have been community validated and Board approved.

GLOSSARY OF TERMS

An explanation of the categories in which the curricular objectives have been placed is necessary to fully understand the division of categories. Following is our definition of the three categories.

1. GRADUATION STANDARDS

   The objectives constitute the graduation standards for all students who will be recommended for a diploma. Students must demonstrate proficiency in accomplishing each of these objectives. This category refers to students who plan to complete their formal education with high school graduation.

2. DESIRABLE STANDARDS

   This category of objectives is geared toward those students who not only will complete the high school graduation, but plan to continue further formal education, either in technical school or at a community college. Completion of these objectives requires greater achievement than those objectives in the GRADUATION STANDARDS. However, students functioning in this category must also complete, satisfactorily, the GRADUATION STANDARDS objectives.

3. ADVANCED STANDARDS

   The objectives in this category are designed for students who plan to attend a four year college or university. Completion of these objectives should enable a student to have the background, knowledge, and skills necessary to compete well at a four year institution. Students functioning in this category must also complete the objectives in the GRADUATION STANDARDS to insure that they have met the graduation requirements.

Objectives in each of these three categories constitute the essentials that a student should know, demonstrate, or be able to do. Learning beyond these objectives may well occur in any given classroom situation.

HR:sdc

PROGRAM DESCRIPTION-LANGUAGE ARTS

PHILOSOPHY

We believe that the Language Arts program should provide the individual student the opportunity to develop interests and capabilities in the four areas of language skills: writing, speaking, listening, and literature.

We believe that this can best be achieved through cooperation among the community, the home, and the school.

Although many variables may affect the student's progress, we accept the responsibility for providing effective instruction in the specific areas of Language Arts, recognizing that the ultimate responsibility for learning rests with the student.

MAJOR GOALS (COMPETENCIES) OF THE DISCIPLINE

1. Provide the opportunity for each student to acquire the basic skills, information, and concepts in order to be intellectually curious; to develop habits of listening, observing, and reasoning effectively; and to think and work creatively.

2. Provide each student the opportunity to develop both verbal and non-verbal skill in communication.

3. Provide each student the opportunity to develop skill in intelligent, constructive, critical, and creative thinking so that the student may develop the ability to analyze situations, recognize resources, evaluate alternatives, make judgments, accept responsibility, and take intelligent action.

4. Provide each student the opportunity to develop an appreciation and respect for the cultural heritages of other peoples of the world, a respect for the worth and dignity of each person in a society, and an awareness of how each enriches the world.

MAJOR OBJECTIVES OF THE DISCIPLINE

1. Provide each student the opportunity to develop effective writing skills.

2. Provide each student the opportunity to develop effective verbal skills.

3. Provide each student the opportunity to develop effective listening, observing, and reasoning skills.

4. Provide each student the opportunity to read, analyze, and interpret a wide variety of literature.

5. Provide each student the opportunity to improve vocational and career opportunities through Language Arts skills.

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
1. **WRITING** a. GRAMMAR: The student will be expected to: (1) Understand the parts of the sentence: subjects, predicates. GRADUATION STANDARDS (2) Express self in complete sentences, avoiding run-ons and fragments. (3) Understand the parts of speech. DESIRABLE STANDARDS (4) Understand the parts of the sentence: complements. (5) Understand, construct and use phrases: prepositional, verbal, appositive. (6) Understand, construct, and use clauses: independent, dependent (adjective, adverb, noun clauses). b. USAGE: The student will be expected to: (1) Recognize and use correct agreement: subject-verb. GRADUATION STANDARDS (2) Recognize and use correct pronoun forms: case. (3) Recognize and use correct verb forms: tense, number. (4) Recognize and use correct agreement: pronoun-antecedent. DESIRABLE STANDARDS (5) Recognize and use correct pronoun forms: person, number.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
DESIRABLE STANDARDS (6) Recognize and use correct verb forms: voice, person. (7) Recognize and use modifiers (adjectives and adverbs) correctly: comparison, placement, form (8) Recognize and use correct conjunctions and prepositions.		
ADVANCED STANDARDS (9) Recognize and use correct verb forms: mood.		
c. MECHANICS: The student will be expected to:		
GRADUATION STANDARDS (1) Use capital letters correctly. (2) Use punctuation appropriately: end punctuation, commas, apostrophes, colons. (3) Recognize and correct spelling errors. (4) Comply with manuscript form as established. (5) Write legibly.		
DESIRABLE STANDARDS (6) Use punctuation appropriately: semicolons, quotation marks, and other punctuation.		
d. vocabulary: Student will be expected to:		
GRADUATION STANDARDS (1) Add simple suffixes such as ing and ed. (2) Use dictionaries. (3) Distinguish among often confused homonyms and other word pairs.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
DESIRABLE STANDARDS (4) Recognize and use prefixes, suffixes, roots. (5) Change meanings of words by altering prefixes, suffixes, and roots. (6) Use contextual clues to understand meanings. (7) Use word reference works knowledgeably. (8) Exercise appropriate diction in the following areas: connotation, denotation, precision.		
ADVANCED STANDARDS (9) Exercise appropriate diction in the following areas: mood, tone.		
e. COMPOSITION: The student will be expected to:		
GRADUATION STANDARDS (1) Compose effective sentences: (a) write a complete sentence.		
DESIRABLE STANDARDS (b) use a variety of sentence types: simple, compound, complex. (c) demonstrate effective use of parallel structure.		
GRADUATION STANDARDS (2) Compose effective paragraphs: (a) write an acceptable topic sentence at beginning of paragraph. (b) write relevant, adequate developing sentences, using facts, examples, incidents, reasons. (c) Develop a paragraph by various methods: comparison/contrast, order of importance, time-sequence.		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
DESIRABLE STANDARDS (d) write an acceptable concluding sentence. (e) use transitions correctly between paragraphs.		
ADVANCED STANDARDS (f) develop a paragraph by various methods: cause and effect, classification, analysis.		
GRADUATION STANDARDS: (3) Compose an effective whole composition: (a) write description effectively. (b) write narration effectively. (c) write exposition effectively.		
DESIRABLE STANDARDS -1 write an effective informal essay, report: -a thesis statement -b development -c conclusion		
ADVANCED STANDARDS -2 write an effective formal essay, research paper: -a thesis statement -b development -c conclusion		
GRADUATION STANDARDS (4) Write a personal letter. (5) Write an effective business correspondence:		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
(a) fill in order forms. (b) write letters of complaint, letters of application, requests for information: -1 statement of problems. -2 developmental details. -3 call to action. (c) write job resumes. (d) fill in application forms: -1 job. DESIRABLE STANDARDS -2 college entrance. -3 scholarship.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
2. LITERATURE a. PHILOSOPHIES OF LITERATURE: The student will be exposed to the following philosophic teachings: (1) Literature is a necessary kind of human activity. (a) No culture is so primitive that it has no stories and legends. (b) No culture is so sophisticated that it has outgrown the need for literature. (2) Literature affects the individual both socially and psychologically. (3) Literature suggests to us where our own conduct fits in the total range of human behavior. GRADUATION (a) Literature should help the student to make analogies between himself and the world. DESIRABLE (b) Literature gives us the opportunity to participate vicariously in experiences ADVANCED both historically and in the present that would otherwise be impossible. (4) Literature can enlarge the experiences that a person can call on when deciding how he will act. (a) Literature gives myriad examples of dealing with life. (b) Literature should help the student with problem solving.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
(5) Literature may keep us sensitive and humane by challenging our common social attitudes. (6) Literature is important because we are all members of society. (a) Literature tends to help man to take a more realistic view of society. (b) Literature gives to man the ability to look at life more objectively. (7) Literature gives us enjoyment.		
b. TYPES OF LITERATURE: The student will be expected to recognize types of literature:		
GRADUATION STANDARDS (1) Autobiography (2) Biography (3) Diary (4) Drama (5) Letter-social (6) Magazine Article (7) Newspaper Article (8) Novel (9) Propaganda (10) Short story (11) TV review		
DESIRABLE STANDARDS (12) Ballad (13) Book review (14) Editorial (15) Fable (16) Historical document (17) Legend (18) Lyric poetry (19) Myth (20) Rhymed Verse (21) Science fiction		
ADVANCED STANDARDS (22) Blank verse (23) Elegy (24) Epic (25) Essay (26) Free verse (27) Haiku (28) Ode (29) Parable (30) Sonnet		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT

c. LITERARY TERMS: The student will be expected to recognize and understand certain literary terms:

GRADUATION STANDARDS

(1) Fantasy
(2) Heroine/hero
(3) Index
(4) Narrative
(5) Plot
(6) Poetry
(7) Prose
(8) Rhyme
(9) Setting
(10) Stereotype
(11) Suspense
(12) Table of Contents
(13) Villain

DESIRABLE STANDARDS

(14) Alliteration
(15) Allusion
(16) Antagonist
(17) Assonance
(18) Characterization
(19) Climax
(20) Conflict
(21) Epilogue
(22) Flashback
(23) Foreshadowing
(24) Forward
(25) Irony
(26) Lyric
(27) Metaphor
(28) Mood/tone
(29) Personification
(30) Point of View
(31) Preamble
(32) Preface
(33) Prologue
(34) Protagonist
(35) Realism
(36) Resolution
(37) Romanticism
(38) Satire
(39) Simile
(40) Stanza
(41) Symbol
(42) Theme
(43) Onomatopoeia

ADVANCED STANDARDS

(44) Allegory
(45) Anti-climax
(46) Diction
(47) Denouement
(48) Euphemism
(49) Farce
(50) Free Verse
(51) Naturalism
(52) Paradox
(53) Rhyme Scheme
(54) Scansion
(55) Soliloquy
(56) Style

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
d. LIBRARY SKILLS: The student will be expected to acquire the following library skills as they relate to literature: GRADUATION STANDARDS (1) Check out books and take the responsibility to return them. (2) Know how to locate and use basic reference books. (3) Find a book of fiction. (4) Know the arrangement of non-fiction books. (5) Know when and whom to ask for help. (6) Be able to use library services: tapes, films, records, etc. (7) Be aware of community library services. DESIRABLE STANDARDS (8) Use the card catalogue. (9) Be able to use the Readers' Guide to Periodical Literature. (10) Be able to find information for personal use; i.e. the Trade Reference Manuals, etc. ADVANCED STANDARDS (11) Demonstrate research skills. (12) Select appropriate materials for a research paper. (13) Distinguish among plagiarism and the appropriate use of research materials. (14) Distinguish among primary and secondary source materials.		
e. ANALYZING SKILLS: The student will be expected to: (1) Read a work of literature and state its basic ideas.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
GRADUATION STANDARDS (2) Discuss works of literature as to form and content both orally and in writing. (3) Articulate through class discussions, ideas found in literature. (4) Evaluate TV programs and movies as to quality. (5) Recognize subjective viewpoints in editorials, advertisements, news stories, book reviews, etc.		
DESIRABLE STANDARDS (6) Recognize the importance of point of view. (7) Discuss theme and central idea. (8) Compare one literary work with another. (9) Know the basic facets of propaganda and how to recognize them in literature. (10) Develop critical thinking through interpreting literature. (11) Know how to paraphrase works of literature.		
ADVANCED STANDARDS (12) Interpret specific literary selections. (13) Place the work of literature in proper perspective from an historical point of view. (14) Analyze poetry as to rhythm and meter. (15) Analyze the effects of such things as irony, satire, paradox, and face on a piece of literature. (16) Differentiate among the styles of famous writers.		
f. VOCABULARY: The student will be expected to: GRADUATION STANDARDS (1) Understand words as they are used in context. (2) Incorporate into his own vocabulary, words which are new or unusual.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
(3) Distinguish among various levels of language: (a) formal (standard) (b) conversational (c) non-standard (slang)		
ADVANCED STANDARDS (4) Recognize language belonging to historical periods or geographical areas.		
g. RECOGNITION OF EMINENT LITERARY NAMES AND TITLES: The student will be expected to: (1) Recognize certain eminent authors. DESIRABLE (2) Recognize certain famous titles. STANDARDS (3) Recognize certain famous characters from literature.		
ADVANCED STANDARDS (4) Distinguish among works and authors of various countries.		
h. AMERICAN LITERARY HERITAGE: The student will be expected to: GRADUATION (1) Recognize famous American authors. DESIRABLE (2) Recognize famous American literary works. (3) Recognize famous American characters. ADVANCED STANDARDS (4) Recognize famous American historical documents.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT

3. SPEAKING

The following curricular objectives employ a basic communication model as follows: SENDER refers to the person speaking, MESSAGE refers to the thought that is sent, CHANNEL refers to the means of transmitting the message, RECEIVER refers to the reception of the message.

a. SPEAKING SKILLS: The student will, as a sender, be expected to:

GRADUATION STANDARDS

(1) Speak in front of a group.
(2) Communicate an idea.
(3) Communicate an opinion
(4) Describe an object or event.
(5) Give a directive.
(6) Participate in a conversation.
(7) Develop a positive image of self.
(8) Demonstrate ethical modes of presentation.
(9) Utilize effective delivery techniques:

(a) voice - tone
(b) gestures - eye contact
(c) empathy

(10) Demonstrate the influence of body language on the communication process.

DESIRABLE STANDARDS

(11) Defend the given side of an issue.

ADVANCED STANDARDS

(12) Present oral interpretation.
(13) Participate in debates.
(14) Recognize and use advanced communication models.
(15) Participate in parliamentary procedure.

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
b. MESSAGE: The student as a sender of the message, will be expected to:		
GRADUATION STANDARDS (1) Employ complete and correct sentence structure. (2) Employ basic research skills. (3) Organize ideas clearly.		
DESIRABLE STANDARDS (4) Outline a message. (5) Organize individual speeches. (a) introduction (b) thesis (c) conclusion. (6) Employ different types of supporting materials. (a) testimony - expert opinion (b) facts (c) opinion - personal. (7) Paraphrase a detailed discussion. (8) Participate in an organized discussion. (9) Take a stand and defend a position.		
ADVANCED STANDARDS (10) Know how the audience can influence a message. (11) Know how a person's experience can influence a message. (12) Perform a written speech. (13) Know the impact of the rhetorical theory on communication. (14) Employ advanced research skills.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
c. CHANNEL: As a user of a channel, the student will be expected to: (1) Distinguish among the various communication channels; for example: GRADUATION STANDARDS (a) newspapers and magazines, paperbacks (b) television, radio, commercial films (c) interpersonal relationships. (2) Recognize lesser communication models. (3) Demonstrate knowledge of the power and effectiveness of mass communication. DESIRABLE STANDARDS (4) Give examples of how different channels influence the communication process. (5) Identify the outside influences which affect the communication channels. (6) Recognize the significance of media on communication.		
d. RECEIVER: Student as a receiver will be able to: (1) Understand a simple message. GRADUATION STANDARDS (2) Interpret the scope and purpose of a message. (3) Understand communication breakdowns. (4) Distinguish among fact and opinion in a given message. (5) Perceive the ideas and opinions of others. (6) Accept and respond to evaluation. (7) Recognize the open exchange of ideas in a free society. DESIRABLE STANDARDS (8) Distinguish the intent of a speaker.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
ADVANCED STANDARDS (9) Analyze critically a speech as to its: (a) content. (b) persuasive devices. (c) purpose. (10) Recognize the influence of feedback.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
4. LISTENING		
a. LISTENING ATTITUDE: The student will be expected to:		
GRADUATION STANDARDS (1) Discuss the reasons listening is a special skill to be learned and used. (2) Describe how effective listening is important in holding a job. (3) Give examples of the ratio of time spent in reading, writing, and speaking. (4) Distinguish the difference between listening and hearing. (5) Describe the three-way process of sender, message, and receiver.		
DESIRABLE STANDARDS (6) Differentiate among "duelogue" (two people talking at once) and dialogue.		
b. LISTENING HABITS: The student will be expected to:		
GRADUATION STANDARDS (1) Know how to listen to an uninteresting subject. (2) Demonstrate the importance of listening to a message to its end before responding. (3) Recognize why non-verbal communication is important to the listening process. (4) Demonstrate respect for other people's right to listen. (5) Recognize that he cannot listen effectively to two messages at the same time. (6) Ask pertinent questions. (7) Recognize how posture affects listening. (8) Concentrate more on summarizing main ideas than remembering details.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
(9) Differentiate between the listening speed and the speaking speed. (10) Understand why faking attention is a waste of time for both the listener and the speaker.		
DESIRABLE STANDARDS (11) Practice proper note-taking procedures. (12) Realize how temporary and permanent word barriers can influence the listening process. (13) Separate the distractions of the speaker's gestures, mannerisms, and expressions from the true message.		
c. INFORMATIONAL LISTENING: The student will be expected to: (1) Recognize the importance of informational listening. (2) Follow oral directions. (3) Paraphrase the sender's message. GRADUATION STANDARDS (4) Ask questions in order to clarify vague messages. (5) Pay attention to the speaker and the messages. (6) Give examples of why memory is important for holding a job.		
DESIRABLE STANDARDS (7) Employ note-taking skills. (8) Use common memory techniques		
d. SOCIAL LISTENING: The student will be expected to: (1) Recognize the importance of social listening.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
GRADUATION STANDARDS (2) Use social listening techniques. (3) Demonstrate why interpersonal relationships are important. (4) Give examples of the effects of feedback. (5) Describe the effects of positive and negative listening feedback. (6) Give examples of the rewards connected with empathetic listening.		
DESIRABLE STANDARDS (7) Identify apathetic response. (8) Identify antagonistic response. (9) Identify irrelevant response. (10) Identify egotistic response. (11) Identify empathetic response.		
e. CRITICAL LISTENING: The student will be expected to:		
GRADUATION STANDARDS (1) Recognize the importance of critical listening. (2) Identify ways to listen critically. (3) Recognize why critical listening is the most demanding form of listening. (4) Recognize why we need to gather evidence before making a decision. (5) Recognize how persuasive devices are commonly used. (6) Distinguish the difference between a biased and unbiased statement.		
DESIRABLE STANDARDS (7) Identify the difference among emotional and logical statements. (8) Identify the generalization as a persuasive device. (9) Identify joining the bandwagon as a persuasive device.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES- & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
(10) Identify opinion stated as fact as a persuasive device. (11) Identify testimonials as a persuasive device. (12) Identify transference of good or evil as a persuasive device. (13) Identify half-truths as a persuasive device. (14) Identify loaded words and phrases as a persuasive device.		
f. PLEASURE LISTENING: The student will be expected to: GRADUATION DESIRABLE STANDARDS (1) Recognize the importance of pleasure listening. (2) Maintain a balance among critical, social, informational, and pleasure listening.		
g. BODY LISTENING: The student will be expected to: GRADUATION STANDARDS (1) Recognize that all of us communicate with each other non-verbally as well as verbally. (2) Recognize what body language is and why it is important to communication. (3) Recognize the danger of making judgment based upon one isolated body movement. (4) Be able to "listen" to body language. (5) Recognize the five basic body clues of facial expressions, gestures, posture, tone of voice, and distance.		
DESIRABLE STANDARDS (6) Interpret combinations of body movements.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
h. BUSINESS LISTENING: The student will be expected to: (1) Explain why listening skills are essential in the business world. (2) Recognize that most jobs and careers require that listening be an important communication tool. (3) Recognize that listening in business is not easy and requires practice and hard work. GRADUATION DESIRABLE STANDARDS		
ADVANCED STANDARDS: Goals for Advance Listening are the same as those for Desirable Listening, differing only in degree of attainment by the student.		